

Be Safe:

Staff Health and Safety Standards

All program growth and development has to begin with program safety. The ability to build trusting relationships and facilitate a successful program must begin with helping the youth you serve feel safe and comfortable.



Standard 1. All staff are professionally qualified to work with youth.				
Indicators of Quality	How It Looks In Practice	Is this in place?		How are you implementing or working to implement this practice?
		YES	NO	
1) All staff meet minimum age requirements and position qualifications.	<ul style="list-style-type: none"> All staff who are responsible for the direct supervision of youth are 18 years of age or older and meet position qualifications of the hiring organization. All staff under the age of 18 work under the direct physical supervision of staff 18 years of age or older. Staff working with high school age youth are at least 3 years older than the youth they serve. 			
2) Criminal background checks are conducted on all staff and volunteers who work alone with youth.	<ul style="list-style-type: none"> The program conducts background checks on staff and volunteers who work alone with youth at a minimum of every five years. Direct physical supervision is provided for all staff and volunteers until background checks are cleared. 			
3) All staff are required to read and sign an organization's "Code of Conduct" and adhere to confidentiality requirements.	<ul style="list-style-type: none"> "Code of Conduct" outlines staff expectations and confidentiality requirements (may be included in staff handbook). Procedures are in place to enforce the organization's "Code of Conduct." Signed documents are maintained on file. 			
4) All staff are required to read and document their understanding of program policies and procedures.	<ul style="list-style-type: none"> Signed documents are maintained on file. 			
5) A minimum of 20 hours of in-service training is made available to all staff annually.	<ul style="list-style-type: none"> Training documentation, including training organization, date, training topic and total training hours, is maintained on file. 			
6) At least one staff member certified in CPR/First Aid is with youth at all times.	<ul style="list-style-type: none"> CPR/First Aid training is provided and documentation of certification is maintained. At least two staff are certified in CPR and First Aid, ensuring one staff member is always available. 			

7) Staff has knowledge of child abuse and neglect reporting requirements and procedures.	<ul style="list-style-type: none"> The program provides training on child abuse/neglect reporting requirements and procedures annually, and staff are aware of their legal responsibilities. Staff are able to demonstrate their knowledge of child abuse/neglect reporting requirements and procedures. Staff, volunteers, youth, and families are provided with information for the Utah Department of Human Services, Child Protective Services Resources: <ul style="list-style-type: none"> https://dcfs.utah.gov/services/child-protective-services/ 			
8) Staff has knowledge of the Safe UT app and website.	<ul style="list-style-type: none"> https://healthcare.utah.edu/uni/safe-ut/ Safe UT is a suicide prevention resource which can be downloaded and used free of charge with information, resources, and support for those with concerns for themselves or others who may be at risk. Staff are encouraged to download and become familiar with the app and resources. Staff are prepared to share information about Safe UT with students and families. 			
9) Staff are familiar with and have access to the National Suicide Prevention Lifeline.	<ul style="list-style-type: none"> www.suicidepreventionlifeline.org 1-800-273-8255 The National Suicide Prevention Lifeline is a free and confidential service that is available 24/7 for people in distress, with prevention and crisis resources. Staff are prepared to share information about the National Suicide Prevention Lifeline with students and families. 			
10) Staff are familiar with Youth Suicide Warning Signs.	<ul style="list-style-type: none"> www.youthsuicidewarningsigns.org Staff receive training to recognize warning signs and how to appropriately respond when there is concern for the wellbeing of youth served. Staff are aware of appropriate channels to communicate concerns about youth and suicide. Staff are prepared to share information about Youth Suicide Warning Signs with students and families. 			

11) Food handler permits are required for staff responsible for preparing and serving food that is not pre-packaged.	<ul style="list-style-type: none"> Documentation of training and permits are maintained. Staff facilitating cooking classes, prepping food for family night or overseeing youth preparing food have Food Handlers permits. 			
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Youth Health and Safety Standards

Standard 1. Policies and procedures are implemented to ensure the health and safety of all youth.				
Indicators of Quality	How It Looks In Practice	Is this in place?		How are you implementing or working to implement this practice?
		YES	NO	
1) Program implements a regular schedule that is communicated to all staff, parents and participants.	<ul style="list-style-type: none"> A detailed activity/daily schedule is posted, visible and accessible to all. Program follows a daily schedule, as appropriate. 			
2) Participant registration information is accessible and includes emergency contact/release numbers, allergies, medications and other needs.	<ul style="list-style-type: none"> Participant information is accessible to staff on and off site as needed (field trips, emergencies, etc.) A hard copy of participants' emergency contact information and special needs is always available. 			
3) Special health needs of participants are documented and staff is informed, as appropriate.	<ul style="list-style-type: none"> Documentation (confidential list) is maintained on special health needs of participants. Staff is informed of special health needs of participants, as appropriate. The list is updated regularly and accessible. 			
4) Procedures/policies are in place to address the administration of medication to youth.	<ul style="list-style-type: none"> The parent handbook states medication administration policy; a non-distribution of medication policy must be noted in writing. Medication administration policies and procedures are outlined in the staff handbook. Staff are identified and trained, as appropriate, to administer all medication including emergency medication (i.e. Epi-Pen, asthma inhaler, insulin). 			
5) Youth with communicable diseases (symptoms that include a high fever) are not permitted in the program and participant parents/guardians are notified in writing of any possibility of exposure.	<ul style="list-style-type: none"> Communicable diseases policies/procedures are outlined in the parent and staff handbooks. Policies/procedures include guidelines regarding separating youth who become ill during program hours from other participants. Personal Protective Equipment such as masks, gloves, and hand sanitizer are available if needed. Utah State Office of Child Care Afterschool Guidelines 			

6) Healthy practices and hand washing procedures are implemented especially after using the toilet or before handling food.	<ul style="list-style-type: none"> Healthy practice policies/procedures are outlined in the staff handbook. Healthy practices and procedures include routine hand washing procedures, sanitizing eating areas, providing tissues, providing organized space for personal items, etc. Hand sanitizer is readily available to supplement hand washing. 			
7) Snacks (if provided) are served in accordance with Federal Nutrition guidelines. (If answering "no" or question is not applicable, please explain in the narrative).	<ul style="list-style-type: none"> Healthy food choices are made available in two of the recommended food groups. Federal Snack Guidelines 			
8) Drinking water is always accessible to program participants.	<ul style="list-style-type: none"> Drinking water is available at all times including offsite activities. 			
9) Program implements a written computer use and internet safety policy.	<ul style="list-style-type: none"> Staff are trained on the program's computer use and internet safety policy. All computers accessed by youth are equipped with appropriate internet filters. The computer use and internet safety policy is communicated to participating youth and parents/guardians (time limits, acceptable use policy, etc.) 			
10) Parents/guardians are notified regarding urgent issues that could impact the health and safety of participants.	<ul style="list-style-type: none"> A notification process has been established to alert parents/guardians as needs arise. 			
Standard 2. Youth are carefully supervised to maintain safety.				
Indicators of Quality	How It Looks In Practice	Is this in place?		How are you implementing or working to implement this practice?
		YES	NO	
1) Staff supervise youth according to youths' ages and abilities.	<ul style="list-style-type: none"> The program provides one adult for every ten to fifteen participants, ages 6-12. The program provides one adult for every 20 participants, ages 13 and older. 			
2) Staff increase supervision according to the level of need and or risk involved in an activity.	<ul style="list-style-type: none"> A process is in place to increase supervision according to the special needs of youth and/or risk involved in activities such as field trips, woodworking, swimming, etc. 			

3) Staff record when youth arrive, when they leave, and if picked up, with whom they leave.	<ul style="list-style-type: none"> A check in and checkout procedure is in place to document youth arrival and the time they leave. In elementary age programs, if youth are picked up, the staff record with whom they leave. 			
4) A written policy/procedure is in place to prevent unauthorized people from taking youth from the program.	<ul style="list-style-type: none"> The registration form lists individuals authorized to pick up youth from the program (elementary). Identification checks are required as appropriate. 			
5) Program ensures safe arrival of all youth to the program site.(Elementary only)	<ul style="list-style-type: none"> A process is in place to ensure safe transition for youth from school to the program. 			
6) A participant release policy/process is in place to ensure safe departure for all youth.	<ul style="list-style-type: none"> The registration form indicates departure options, e.g., ride bus, walk home, parent pick up, sibling pick up, etc. A process is in place to ensure youth departure options are followed. 			
7) A minimum of two staff are onsite at all times.	<ul style="list-style-type: none"> A minimum of two staff are onsite and with youth until all youth have left the program. 			
8) A written policy/process is in place to address injuries, accidents, and incidents.	<ul style="list-style-type: none"> The policy/process includes appropriate forms and parent/guardian notification. Documentation is maintained on file. 			

Standard 3. A transportation policy is in place and communicated to staff and families of participants.

Indicators of Quality	How It Looks In Practice	Is this in place?		How are you implementing or working to implement this practice?
		YES	NO	
1) The program complies with all legal requirements for vehicles and drivers.	<ul style="list-style-type: none"> All vehicles meet legal safety requirements. All drivers have obtained and maintained the necessary license(s) required to operate program vehicles. 			
2) The program provides written policies and procedures to transport youth safely to and from off-site activities.	<ul style="list-style-type: none"> Parental/guardian consent and transportation/release forms are required for all participating youth and maintained on file. 			

Standard 4. Program implements a consistent and responsive behavior management plan.

Indicators of Quality	How It Looks In Practice	Is this in place?	How are you implementing or working to implement this practice?

		YES	NO	
1) Staff use positive and consistent techniques to guide the behavior of youth.	<ul style="list-style-type: none"> • Staff are trained on the program's behavior management plan. • Staff implement consistent benefits and consequences for all participants. • All staff interact with youth in a respectful, encouraging, and supportive manner. 			
2) Staff are aware of the individual behavioral needs of youth and respond appropriately.	<ul style="list-style-type: none"> • Staff are made aware of how to respond to the specific behavioral needs of youth (i.e. personal circumstance/crisis, ADD/ADHD, autism, behavior disorders, etc.) • Staff are responsive to behavioral changes in individual youth and report concerns to the appropriate individual, as needed. • When appropriate, staff communicate with school day teachers on the behavioral plan of individual youth. 			

Environmental and Physical Safety Standards

Standard 1. <i>The program provides a safe, healthy, orderly and nurturing environment.</i>				
Indicators of Quality	How It Looks In Practice	Is this in place?		How are you implementing or working to implement this practice?
		YES	NO	
1) Policy/procedures are in place regarding facility use, liability, maintenance, and repairs.	<ul style="list-style-type: none"> • A facility use, maintenance, liability, and repair procedure is in place to ensure the facility is clean, maintained, and safe. • A written agreement is in place between the program and the host facility regarding facility use, maintenance, liability, and repair, as appropriate. 			
2) Indoor/outdoor space meets state and local health, safety and cleanliness requirements.	<ul style="list-style-type: none"> • There are no observable safety hazards in the program space and indoor/outdoor equipment is safely installed. • Evidence of appropriate inspections (buildings, grounds, health and fire department, etc.) are available, verify with the building administrator if needed. • A procedure is in place to report and document potential health and safety hazards. • Staff monitor all activities to ensure that youth are protected from health and safety hazards. 			
3) Space provided is appropriate and suitable for activities being conducted.	<ul style="list-style-type: none"> • The program space is arranged well for activities being conducted (physical, creative arts, academic support and socializing). • Indoor space is used to implement activities 			

	<ul style="list-style-type: none"> appropriate for the available area. Outdoor space is utilized when appropriate and as often as possible 			
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Standard 2. Program emergency policies/procedures are in place to protect the safety of youth.

Indicators of Quality	How It Looks In Practice	Is this in place?		How are you implementing or working to implement this practice?
		YES	NO	
1) An emergency and disaster preparedness plan is maintained on site and accessible.	<ul style="list-style-type: none"> A written emergency and disaster preparedness plan includes contingency plans for onsite and offsite, emergency exit routes, evacuation relocation sites, and emergency numbers. Staff training is provided on the program's emergency and disaster preparedness plan. Communication procedures are in place to notify parents/guardians of emergencies and are outlined in the parent handbook. 			
2) Fire evacuation drills are conducted monthly during each month the program is open. Disaster drills other than fire (earthquake, lockdown, power outage, major winter storm, flood, etc.) shall be conducted at least once every 6 months that the program is open.	<ul style="list-style-type: none"> Emergency drill documentation is maintained on site (drills may be informal). Staff and youth are trained on emergency and disaster procedures. 			
3) Staff have access to first aid supplies and bodily fluid clean up kits.	<ul style="list-style-type: none"> First aid and bodily fluid clean up kit supplies are easily accessible to all staff. All staff are trained on the use and know the location of the first aid and bodily fluid clean up kits. 			
4) A phone is available at all times for communication between staff and parents/guardians.	<ul style="list-style-type: none"> A phone is available for use both on and off site. A designated phone number for the program is communicated in writing and available to staff and parents/guardians. 			
5) A fire extinguisher is visible from activity space and charged.	<ul style="list-style-type: none"> Staff know where a fire extinguisher is at all times. Fire extinguisher is maintained and checked regularly Staff are knowledgeable in the use of fire extinguishers. 			
6) Emergency medical treatment release consent is on file for each participant	<ul style="list-style-type: none"> Program requires emergency medical treatment consent, which includes signed statements from parents/guardians for emergency medical treatment and transportation. Documentation is maintained. 			

Develop Meaningful Relationships

Standards for Building Relationships Among Staff, Youth, Families, and Community Partners.

Once you have created an environment that is safe for youth, you are ready to begin building relationships. These indicators will not only guide you in building relationships among youth and staff, but will also help you consider how to build relationships with families and community partners.



Staff and Youth Relationships Domain

Standard 1: <i>Staff and youth know, respect, and support each other.</i>			
Score as follows: 1 = This practice is not in place 3 = We are working to implement this practice 5 = This practice is in place			
Indicators of Quality	How It Looks In Practice	1, 3, or 5	How are you implementing or working to implement this practice?
1) Staff promote a respectful and welcoming environment for all youth.	<ul style="list-style-type: none"> All youth are greeted by name. Staff engage youth in friendly conversation. Staff maintain positive and friendly body language. 		
2) Staff facilitate and participate in all program activities with youth.	<ul style="list-style-type: none"> Staff actively and consistently interact with youth. Staff are on task (attentive to program). Staff are attentive to youth needs. 		
3) Staff promote and demonstrate respect for all cultural backgrounds and ability levels.	<ul style="list-style-type: none"> Staff encourage and model appreciation for and understanding of diversity in backgrounds and ability levels of participating youth. Staff guide youth to respect the cultural, physical, emotional, academic differences, and abilities of their peers. 		
4) Staff respect, listen to, and appropriately respond to the needs and feelings of youth.	<ul style="list-style-type: none"> Staff use open-ended questions to encourage responses from youth. Staff encourage youth to ask questions for understanding and actively listen to responses. Staff crouch or kneel if necessary to address youth at their eye level. Staff address youth needs with respect and confidentiality. Staff circulate and interact with all youth throughout activity. 		

5) Staff model and facilitate positive interactions to promote healthy relationships.	<ul style="list-style-type: none"> • Staff communicate with one another in a professional manner to address youth and program needs as they arise. • Staff work cooperatively together to ensure problems are handled smoothly. • Staff members share responsibilities by fulfilling multiple roles and responsibilities to meet the needs of participants 		
6) Staff communicate with each other during program hours about youth and program needs as they arise.	<ul style="list-style-type: none"> • Staff communicate with one another in a professional manner to address youth and program needs as they arise. • Staff work cooperatively together to ensure problems are handled smoothly. • Staff duties are shared such that staff members fulfill multiple roles and responsibilities to meet the needs of participants 		
7) Staff encourage and guide youth to resolve their own conflicts.	<ul style="list-style-type: none"> • Staff help youth recognize responsibility in conflict resolution. • Staff teach youth to work through conflicts in an appropriate manner and intervene when necessary. • Staff encourages youth to suggest solutions. 		

Program, Family, School, and Community Relationship Domain

Standard 1. <i>Program communicates and collaborates with schools and the community.</i>			
Score as follows: 1 = This practice is not in place 3 = We are working to implement this practice 5 = This practice is in place			
Indicators of Quality	How It Looks In Practice	1, 3, or 5	How are you implementing or working to implement this practice?
1) Program engages in school collaborations to plan and implement intentionally designed programs based on youth needs and interests.	<ul style="list-style-type: none"> • Program staff are familiar with UAN's school-day alignment tools and self-assessment rubric. <ul style="list-style-type: none"> ◦ https://utahafterschool.org/program-resources/school-day-and-afterschool-alignment • Program connects with the school to provide services that are responsive to youth academics and social needs. 		
2) Program builds relationships with arts, culture, service learning and other organizations to expand and enhance program offerings.	<ul style="list-style-type: none"> • Partners provide activities or services to build on youth talents, skills, and strengths. 		

3) Program develops and maintains positive working relationships with partners.	<ul style="list-style-type: none"> • Program intentionally develops partnerships with community organizations to address program goals and respond to student needs and interests. • Program works with partnering organizations to establish program goals and develop plans for implementation. • A mechanism is in place to address issues, problems, or potential opportunities with partnering organizations 		
Standard 2. Program fosters family engagement to support program goals.			
Score as follows: 1 = This practice is not in place 3 = We are working to implement this practice 5 = This practice is in place			
Indicators of Quality	How It Looks In Practice	1, 3, or 5	How are you implementing or working to implement this practice?
1) Program encourages family engagement and maintains ongoing outreach efforts with parents.	<ul style="list-style-type: none"> • Program connects with families to provide services that are responsive to youth academic and social needs • Program encourages parents to actively participate in the program (i.e., planning, decision making, meetings, advocacy opportunities, and volunteering). • Program incorporates input from families as part of ongoing planning and improvement efforts. • Family members participate in the program. • Community members participate in the program. 		
2) Program makes community resource information available to families.	<ul style="list-style-type: none"> • Information regarding relevant community resources is provided to families. 		
3) Staff interact with parents/ guardians on matters concerning the well-being of their youth.	<ul style="list-style-type: none"> • Staff communicate with parents/ guardians, in formal and informal ways, on matters both positive and negative concerning their youth. • Staff interact with families in a culturally-appropriate, respectful, and welcoming manner. 		

Learn New Skills

Learning Environment Standards

After you've established a safe environment and have practices in place to build trusting relationships, the youth you serve will be better equipped to benefit from the intentional activities you offer. Utilizing best practices in supporting learning environments will help youth and adults learn together and better ensure that youth are reaping the intended benefits of all that you offer.



Cognitive/ Academic

Standard 1. Youth are actively engaged in learning activities that promote critical/creative thinking skills and build on individual interests/strengths.			
Score as follows: 1 = This practice is not in place 3 = We are working to implement this practice 5 = This practice is in place			
Indicators of Quality	How It Looks In Practice	1, 3, or 5	How are you implementing or working to implement this practice?
1) Program offers a balance of intentionally designed academic and enrichment activities that are age and skill level appropriate.	<ul style="list-style-type: none"> Program offers activities in a variety of areas, including core academics, arts, science, technology, engineering, math (STEM), recreation, global learning, culture, and health, etc. The Utah Core Standards and evidence-based practices are utilized as resources in program planning. <ul style="list-style-type: none"> https://www.uen.org/core/ Program activities are developed in response to and build upon participant interests, needs and strengths. Activities and materials reflect the language, art, music, stories, and games from the participants' cultural traditions. 		
2) Program offers enrichment activities that allow youth to explore new ideas, build skills and demonstrate their knowledge in a variety of learning environments.	<ul style="list-style-type: none"> Program offers a variety of interest-based enrichment activities in art, music, dance, film, technology, etc Participants are engaged in youth centered, project-based, and experiential learning activities every day and over time. Program provides opportunities for youth to demonstrate their knowledge and showcase their work (performances, projects, etc.). 		
Standard 2. Academic support/interventions are aligned with school day curricula and address student learning needs.			

Score as follows: 1 = This practice is not in place 3 = We are working to implement this practice 5 = This practice is in place			
Indicators of Quality	How It Looks In Practice	1, 3, or 5	How are you implementing or working to implement this practice?
1) Program offers needs-based academic support, including tutoring and/or homework help.	<ul style="list-style-type: none"> Academic support, including tutoring and homework help, is provided on a regular schedule. Staff has access to resources and support to provide needs-based academic assistance. 		
2) Program establishes communication with school day administration and staff regarding academic and behavioral progress of participants.	<ul style="list-style-type: none"> Mechanisms for regular communication are established to address needs and share resources to best support participant learning and success (e.g. meetings, phone calls, notes, home visits, emails, etc.) Program staff, school staff, and/or parents/guardians communicate regularly to share the academic and behavioral strengths, progress and needs of participants. 		

Healthy Behaviors/ Lifestyles

Standard 1. Program offers a variety of life skill activities and needs-based support that promote personal growth and responsible behaviors toward self and others			
Score as follows: 1 = This practice is not in place 3 = We are working to implement this practice 5 = This practice is in place			
Indicators of Quality	How It Looks In Practice	1, 3, or 5	How are you implementing or working to implement this practice?
1) Program provides opportunities for youth to develop the skills needed to make positive choices and promote self-responsibility	<ul style="list-style-type: none"> Activities include opportunities to develop intrapersonal traits (self-discipline, integrity, honesty, self-awareness and self-efficacy). Program activities are designed to teach essential life skills (decision-making, problem solving, negotiation, communication, etc.). 		
2) Program provides opportunities for youth to develop the skills needed to interact appropriately with others.	<ul style="list-style-type: none"> Activities include opportunities for youth to develop skills needed to work with others in a team setting (compromise, setting goals, dividing up tasks, etc.). Activities include opportunities to develop interpersonal traits (empathy, encouragement, acceptance, communication). 		

3) Program offers evidence-based prevention/intervention education to build skills and knowledge that promote social success of youth.	<ul style="list-style-type: none"> Curriculum and activities address a variety of age appropriate topics that reflect the needs of the youth served (e.g. healthy relationships, substance abuse, cyber safety, anti-bullying, gang prevention, suicide prevention, pregnancy prevention, anger management, etc.). 		
4) Program addresses the needs of youth requiring individualized attention and support.	<ul style="list-style-type: none"> A plan is in place to provide individualized support for youth exhibiting concerning behaviors (e.g., referral process, Student Services Committee, Individualized Education Plan, Special Education Plan, Youth Advocates, Mentors, etc.). 		
Standard 2. Practices are in place to ensure that youth have opportunities to practice, participate in, and learn about healthy eating and physical activity. * https://naaweb.org/resources/naa-hepa-standards			
Score as follows: 1 = This practice is not in place 3 = We are working to implement this practice 5 = This practice is in place			
Indicators of Quality	How It Looks In Practice	1, 3, or 5	How are you implementing or working to implement this practice?
1) Program offers developmentally appropriate, inclusive physical activities, games, and sports that provide youth with the knowledge and skills necessary to enjoy being physically active throughout their lives.	<ul style="list-style-type: none"> Program staff are trained in using curriculum or activities. Activities are connected to or integrated into existing programming, such as tutoring, homework, STEM, creative arts, and other enrichment activities 		
2) Staff plan and provide time for physical activities.	<ul style="list-style-type: none"> Youth have opportunities for physical activity every day. Provide moderate to vigorous activities for at least half of physical activity time. Outdoor physical activities are offered daily 		
3) A variety of physical activities aimed at engaging children and youth in fun aerobic and cardio-respiratory and age-appropriate fitness activities.	<ul style="list-style-type: none"> Youth have opportunities for swimming, jogging, dancing, jump rope, push-ups, etc. Activities are adaptable, accessible, and inclusive of children and youth with all abilities. 		

4) Digital devices are used for homework, research, or digital learning that is active rather than passive.	<ul style="list-style-type: none"> Television and movies are reserved for special occasions unless intentionally incorporated into activities. Daily total screen time is limited to: <ul style="list-style-type: none"> 40 minutes for 1-2 hr programs 60 minutes for 3 hr+ programs 		
5) All staff members participate in ongoing professional development on healthy eating and physical activity.	<ul style="list-style-type: none"> Staff participate in training on healthy eating, nutrition, and physical activity at least once per year. Staff are regularly coached on the role that healthy eating, physical activity, and social supports play in supporting healthy youth behaviors 		
6) Staff are aware of and encouraged to utilize the National Afterschool Association's HEPA Standards	<ul style="list-style-type: none"> https://naaweb.org/resources/naa-hepa-standards Program annually reviews the NAA HEPA Standards Self-Assessment Tool 		

Leadership/ Community Involvement

Standard 1. Program provides a variety of opportunities that enhance personal growth and development			
Score as follows: 1 = This practice is not in place 3 = We are working to implement this practice 5 = This practice is in place			
Indicators of Quality	How It Looks In Practice	1, 3, or 5	How are you implementing or working to implement this practice?
1) Program involves youth in planning, implementation and evaluation.	<ul style="list-style-type: none"> Program provides structured opportunities for youth input and involvement such as youth councils, surveys, focus groups, participation in the quality tool self-assessment process, etc. Regular opportunities are provided for youth to give input on program design and activities. Activities reflect youth input. 		
2) Program provides varied opportunities for the development of personal responsibility, self-direction and leadership skills.	<ul style="list-style-type: none"> Youth are actively engaged in leadership experiences such as: leaders-in-training, peer mentoring, study buddies, peer leadership team, youth council, club/activity leaders, program assignments, etc. 		

<p>3) Program provides opportunities to build 21st century skills that prepare youth to be responsible citizens, effective communicators, and life-long learners.</p>	<ul style="list-style-type: none"> • Activities address a variety of 21st century skills, which may include digital and financial literacy, cross-cultural skills, innovative thinking, world knowledge, etc. • Youth have regular opportunities to work with peers of different cultures and backgrounds, to learn about world news and events, and to use technology and media. • Youth participate in service-learning projects that benefit their community and build community attachment. 		
<p>4) Program incorporates interest-based and age-appropriate career exploration and college readiness experiences.</p>	<ul style="list-style-type: none"> • Youth are exposed to a variety of career paths and the experiences and skills needed to attain them. • Youth are involved in career readiness opportunities (e.g., guest speakers, career field trips, job shadowing, internships, apprenticeships, etc.) • Program coordinates with post-secondary institutions, businesses and community specialists to provide college readiness opportunities (financial aid specialists, community professionals, college recruiters, college student volunteers, etc.) 		

Goals

As you begin your self-assessment, it is important to understand best practices in running a high quality afterschool program. Having systems in place to establish meaningful and intentional goals, and implement the goals is essential to quality improvement.



Setting Goals

Standard 1. Annual Internal Review of Best Practices and Goals				
Indicators of Quality	How It Looks In Practice	Is this in place?		How are you implementing this practice?
		YES	NO	
All administrative, program leadership, and program staff have a basic understanding of establishing SMART Goals.	<ul style="list-style-type: none"> All staff understand that goals should be: <ul style="list-style-type: none"> Specific Measurable Attainable Relevant Time Bound Staff have reviewed Utah Education Policy Center's Guidance on Creating "SMART" Outcome Statements. 			
All staff, leadership, and partners involved in achieving goals are involved in identifying them.	<ul style="list-style-type: none"> Staff, program leadership, and partners review relevant data, identify needs, and contribute to the development of goals. Goals are reviewed for alignment, clarity, and achievability. 			
Practices are in place to share goals once they are established.	<ul style="list-style-type: none"> Once goals have been agreed upon, they are communicated to all staff. All staff and participating individuals understand their role in achieving each goal. Goals are communicated to youth, parents, partners, school day administrators and other stakeholders. Methods are in place to consult with staff and communicate changes to goals as they occur. 			

Implementing Goals

Standard 1. Annual Internal Review of Best Practices and Goals				
Indicators of Quality	How It Looks In Practice	Is this in place?		How are you implementing this practice?
		YES	NO	

Practices are in place to measure the success of goals as they are implemented.	<ul style="list-style-type: none"> As goals are created, methods to track them are identified as well, such as tracking attendance, grades, behavioral improvements, etc. in a way that they can be reviewed and changes noted. Regular check-ins are scheduled to review goals for progress, understanding of desired outcomes and vision, and understanding of roles. Staff are familiar with the Year of Quality Improvement Tool. 			
Goals may be adjusted throughout implementation as needed.	<ul style="list-style-type: none"> Implementation team discusses problems and ideas as they arise. Team remains open minded as they collect feedback throughout implementation and are willing to make adjustments to goals as needed. 			
Practices are in place to share goals after they are accomplished.	<ul style="list-style-type: none"> Successes and accomplishments are shared and celebrated with stakeholders and staff. 			